

## RIDGELAND MIDDLE

Bees Creek Road  
Ridgeland, S. C. 29936

**GRADES** 5-8 Middle School

**ENROLLMENT** 633 Students

**PRINCIPAL** Dr. Kenneth Jenkins 843-717-1400

**SUPERINTENDENT** Dr. William Singleton 843-717-1100

**BOARD CHAIR** Patricia Walls 843-368-6587

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**UNSATISFACTORY**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	5	28	13

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 12 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Below Average	N/A
<b>2002</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2003</b>	Unsatisfactory	Unsatisfactory	No
<b>2004</b>	Unsatisfactory	Unsatisfactory	No

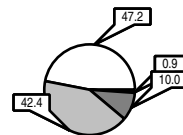
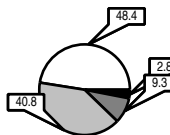
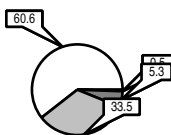
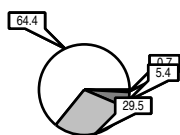
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

94.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms****Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

**Proficient**

Well prepared to work at next grade level; met expectations

**Basic**

Met standards; minimally prepared, can go to next grade level

**Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	583	98.5	59.2	33.8	5.7	1.3	11.8	No	Yes
Gender									
Male	308	97.4	65.1	30.1	3.8	1.0	9.0		
Female	275	99.6	53.0	37.7	7.8	1.5	14.9		
Racial/Ethnic Group									
White	79	96.2	48.6	41.7	8.3	1.4	13.9	Yes	Yes
African-American	468	99.2	60.3	32.7	5.7	1.3	12.1	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	36	94.4	68.8	31.3	0.0	0.0	3.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	492	98.8	58.0	35.7	5.7	0.6	12.2		
Disabled	91	96.7	66.3	22.9	6.0	4.8	9.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	583	98.5	59.2	33.8	5.7	1.3	11.8		
English Proficiency									
Limited English Proficient	34	94.1	70.0	30.0	0.0	0.0	3.3	I/S	I/S
Non-Limited English Proficient	549	98.7	58.6	34.0	6.1	1.3	12.3		
Socio-Economic Status									
Subsidized meals	524	98.5	60.8	32.5	5.5	1.2	11.3	No	Yes
Full-pay meals	59	98.3	44.2	46.2	7.7	1.9	17.3		

Mathematics - State Performance Objective = 15.5%									
All Students	583	98.8	63.3	29.5	5.4	1.8	13.1	No	Yes
Gender									
Male	308	98.4	65.8	28.1	4.1	2.1	12.3		
Female	275	99.3	60.7	31.1	6.7	1.5	13.9		
Racial/Ethnic Group									
White	79	97.5	52.1	38.4	8.2	1.4	12.3	No	Yes
African American	468	99.2	64.5	28.3	5.3	2.0	13.2	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	36	97.2	72.7	27.3	0.0	0.0	12.1	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	492	99.0	59.8	33.1	6.3	0.8	13.9		
Disabled	91	97.8	83.3	9.5	0.0	7.1	8.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	583	98.8	63.3	29.5	5.4	1.8	13.1		
English Proficiency									
Limited English Proficient	34	97.1	74.2	25.8	0.0	0.0	9.7	I/S	I/S
Non-Limited English Proficient	549	98.9	62.7	29.7	5.7	1.9	13.3		
Socio-Economic Status									
Subsidized meals	524	98.9	64.3	28.8	5.3	1.6	12.4	No	Yes
Full-pay meals	59	98.3	53.8	36.5	5.8	3.8	19.2		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	156	95.5	60.0	32.6	7.4	N/A	7.4
	Grade 6	153	97.4	62.9	28.8	7.6	0.8	8.3
	Grade 7	146	97.3	59.5	37.3	3.2	N/A	3.2
	Grade 8	168	98.8	63.7	32.5	3.8	N/A	3.8
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	147	98.0	65.3	27.8	6.3	0.7	6.9
	Grade 6	152	97.4	63.0	32.2	4.1	0.7	4.8
	Grade 7	138	99.3	51.9	42.2	5.2	0.7	5.9
	Grade 8	149	99.3	55.8	40.1	4.1	N/A	4.1

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	156	98.7	59.4	34.8	5.1	0.7	5.8
	Grade 6	153	100.0	63.2	30.8	6.0	N/A	6.0
	Grade 7	146	100.0	67.2	28.1	3.9	0.8	4.7
	Grade 8	168	100.0	74.1	24.7	1.3	N/A	1.3
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	147	98.6	62.1	30.3	6.9	0.7	7.6
	Grade 6	152	98.7	58.1	31.8	8.1	2.0	10.1
	Grade 7	138	98.5	70.1	26.1	3.7	N/A	3.7
	Grade 8	149	99.3	62.6	34.0	3.4	N/A	3.4

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 633)				
Students enrolled in high school credit courses (grades 7 & 8)	8.7%	Up from 8.2%	8.9%	14.6%
Retention rate	3.4%	Up from 0.2%	3.8%	3.0%
Attendance rate	98.3%	Up from 92.8%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.0%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.5%		8.1%	5.3%
Eligible for gifted and talented	3.0%	No change	6.3%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.4%	Up from 11.2%	15.0%	13.9%
Older than usual for grade	5.1%	Down from 7.3%	8.0%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	39.5%	Down from 42.9%	46.2%	48.7%
Continuing contract teachers	7.9%	Down from 65.7%	71.4%	81.7%
Highly qualified teachers**	61.5%	N/A	87.9%	90.4%
Teachers with emergency or provisional certificates	25.8%		13.0%	5.3%
Teachers returning from previous year	67.3%	Up from 59.4%	75.8%	85.1%
Teacher attendance rate	91.3%	Down from 92.9%	94.4%	94.8%
Average teacher salary	\$36,837	Down 5.0%	\$38,638	\$40,566
Prof. development days/teacher	17.3 days	Up from 12.2 days	11.6 days	11.0 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.3
Student-teacher ratio in core subjects	18.9 to 1	Up from 18.1 to 1	18.8 to 1	21.3 to 1
Prime instructional time	85.9%	Up from 82.1%	88.7%	89.3%
Dollars spent per pupil*	\$5,999	Up 12.8%	\$6,745	\$5,821
Percent of expenditures for teacher salaries*	61.7%	Down from 62.6%	60.2%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 69.8%	83.7%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	75.2%		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		No	
Student attendance in this school	95.3%		Yes	

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Ridgeland Middle School, located in Jasper County, South Carolina, serves approximately 630 students in grades five through eight. The school has gradually implemented its restructuring plan created by the present administration and staff. The total school operation as well as testing data was reviewed and analyzed. The results of the review and data analysis prompted the creation of a strategic plan for immediate change.

The focus this past school year was improving student achievement in Mathematics and Reading. This prompted the staff to search for solutions, strategies and teaching methods to reach these goals. After reviewing the test data from the Performance Series Diagnostic test administered to all students in grades five through 8, which revealed 30% of our students are reading at a 1st, 2nd, or 3rd grade level, it became evident that a plan had to be created and executed as soon as possible to assist our students. Educational research has proven that children with good reading skills usually perform better academically than students lacking good reading skills. Highlights of the restructuring plan called for students to continue the weekly-computerized instructions in the Cornerstone Reading Laboratory and River Deep Mathematics Laboratory, and to sponsor a reading campaign promoting reading through the Accelerated Reader Program. Teachers would continue to infuse reading strategies in the delivery of teaching the state standards. Additional efforts were put into practice such as providing workshops and teacher staff development. The administrative staff submitted and was awarded a CSR grant in reading; "Success For All K-8 Model" for three years. All of these efforts are to ensure that our students are making gains on the PACT this school year.

This past school year, students made gains in most areas of the PACT test at each grade level, though the increase in gains did not reach the state standards to remove the school off of the Unsatisfactory level. The school also implemented the accelerated mathematics program, the Media Center's book inventory was updated and more computers were added, students were taken on standards related field trips, the curriculum standards were aligned, pacing guides were created, and revisions were made to the curriculum as needed. The curriculum standards delivery strategies also focused on more hands-on instructions. The Lightspan program and the Taylor Learning Center were contracted to provide tutoring and remediation for students not scoring basic on the PACT. A Saturday School was held for all students needing remediation, tutoring, and to upgrade their reading and mathematical skills.

Dr. Kenneth Jenkins, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	35	127	69
<b>Percent satisfied with learning environment</b>	45.5%	41.3%	35.8%
<b>Percent satisfied with social and physical environment</b>	35.3%	46.8%	31.9%
<b>Percent satisfied with home-school relations</b>	18.2%	68.0%	37.9%

\*Only students at the highest middle school grade level at this school and their parents were included.